



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature Education**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
Prose Writing	8820102115		T=2 P=0 ECTS=3.18	5	July 18, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	.....		.....	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.			
<b>Learning model</b>	Project Based Learning						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	Discussion of aspects of prose writing by fostering interest and motivation in writing and finding creative sources of inspiration for writing through class meeting activities, writing training, and simulations to produce prose written works to be presented in class discussions, exhibitions/department work exhibitions and published well in books and mass media.						
	References						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. Aisyah, Nenden Lilis. 2007. Kiat Efektif Menulis Kreatif . Bandung: Salam Madani.</li> <li>2. Atmowiloto, Arswendo. 1984. Mengarang Itu Gampang . Jakarta: Gramedia.</li> <li>3. Diponegoro, Mohammad. 1994. Yuk, Nulis Cerpen, Yuk . Yogyakarta: PustakaPelajar</li> <li>4. . Hariadi, Langit Kresna. 2004. Mengarang? Ah... Gampang . Solo: Tiga Serangkai.</li> <li>5. . Harefa, Andrias. 2002. Agar Menulis-Mengarang Bisa Gampang . Jakarta: Gramedia Pustaka Utama</li> <li>6. . Komaidi, Didik. 2007. Aku Bisa Menulis . Yogyakarta: Sabda.</li> <li>7. Marahimin, Ismail. 2001. Menulis Secara Populer . Jakarta: Pustaka Jaya</li> <li>8. . Nurgiyantoro, Burhan. 2002. Teori Pengkajian Fiksi . Yogyakarta: Gadjag Mada University</li> <li>9. . Pranoto, Naning. 2007. Creative Writing . Jakarta: Raya Kultura</li> <li>10. Sambodja, Asep. 2007. Cara Mudah Menulis Fiksi . Jakarta: Buku Pop</li> <li>11. Sadono, Bambang. 1983. Buku Pintar Seorang Penulis . Semarang: Keluarga Penulis Semarang.</li> <li>12. . Sayuti, Suminto A. 2000. Berkenalan dengan Prosa Fiksi . Yogyakarta: Gamma Media</li> <li>13. . Sutejo dan Kasnadi. 2008. Menulis Kreatif: Cepat Menulis Puisi dan Cerpen . Yogyakarta: Nadi Pustaka</li> </ol>						
<b>Supporting lecturer</b>	<b>Supporters:</b>						
	Dr. Titik Indarti, M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identify prose concepts	1. Explain the concept of prose 2. Identify the characteristics of prose	<b>Criteria:</b> 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
2	Identify types of prose	1. Explain the types of prose	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
3	Identifying the vision and motivation for writing prose	1.Explain the vision and motivation 2.Identifying the vision and motivation for writing prose	<b>Criteria:</b> 1.3: explanation of 3 characteristics is correct 2.2: explanation of 2 characteristics is correct 3.1: explanation of 1 characteristic is correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
4	Identifying rational attitudes	1.Explain rational attitudes 2.Identifying rational attitudes	<b>Criteria:</b> 1.2: 2 differences are correct 2.1: true difference 3.0: No difference is correct	Explanations, questions and answers, discussions and assignments 2 X 50			0%
5	Identify the author's diet	1.Describes the author's diet 2.Identify the author's diet	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
6	Identify sources of inspiration	1.Explain the source of inspiration 2.Identify sources of inspiration	<b>Criteria:</b> 1.5: 5 things mentioned are true 2.4: 4 things mentioned are true 3.3: The 3 things mentioned are correct 4.2: The 2 things mentioned are correct 5.1:1 the thing mentioned is correct 6.0: nothing is true	Explanations, questions and answers, discussions and assignments 2 X 50			0%

7	Identify idea triggers	1.Explain the trigger for the idea 2.Identify idea triggers	<b>Criteria:</b> 1.5: 5 things mentioned are true 2.4: 4 things mentioned are true 3.3: The 3 things mentioned are correct 4.2: The 2 things mentioned are correct 5.1:1 the thing mentioned is correct 6.0: nothing is true	Explanations, questions and answers, discussions and assignments 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%
9	Identifying idea development Identifying sorting and selecting topics	1.Explains the developer's idea 2.Identifying idea developers 3.Explains how to sort and select topics 4.Identify how to sort and select topics	<b>Criteria:</b> 1.5: 5 things mentioned are true 2.4: 4 things mentioned are true 3.3: The 3 things mentioned are correct 4.2: The 2 things mentioned are correct 5.1:1 the thing mentioned is correct 6.0: nothing is true	Explanations, questions and answers, discussions and assignments 2 X 50			0%
10	Identifying the quality and market of prose	Explain the quality and market for prose writing	<b>Criteria:</b> 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
11	Develop steps for writing a short story	1.Explain the steps for writing a short story 2.Identify the steps for writing a short story 3.compile the steps for writing a short story	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
12	Develop steps for writing a short story	1.Explain the steps for writing a short story 2.Identify the steps for writing a short story 3.compile the steps for writing a short story	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%

13	Develop steps for writing a short story	1.Explain the steps for writing a short story 2.Identify the steps for writing a short story 3.compile the steps for writing a short story	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Observing, asking, collecting, processing and communicating information regarding the steps in writing a short story 2 X 50			0%
14	Develop a framework	Develop a framework	<b>Criteria:</b> 1.6: explanation of the 6 characteristics is correct 2.5: explanation of 5 characteristics is correct 3.4: explanation of 4 characteristics is correct 4.3: explanation of 3 characteristics is correct 5.2: explanation of 2 characteristics is correct 6.1: explanation of 1 characteristic is correct 7.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
15	Explains editing	Explains editing	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.